

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW514 & SW515: Human Behavior and Social Environment I & II

Course Outline
Fall 2006 – SW 514

Instructor: Joan LePage, CMSW, MSW

Wednesdays 9:05 – 12:05

Office Hours: By Appointment

E-mail: jmlpage@charter.net

READINGS

Class time is used to integrate the reading material through lectures, discussions and experiential learning. **STUDENTS ARE EXPECTED TO COME PREPARED TO DISCUSS, ANALYZE AND CRITIQUE ALL ASSIGNED READINGS.**

REQUIRED BOOKS

Davies, Douglas. (2004). Child development: A practitioner's guide. New York: Guilford Press.

Applegate, J.S., & Shapiro, J.R. (2005). Neurobiology for clinical social work: Theory and practice. New York: W.W. Norton & Company.

Strongly Recommended (On RESERVE)

Bowlby, John. (1988). A secure base: Parent-child attachment and healthy human development. Basic Books.

Gilligan, C. (1993). In a different Voice: Psychological theory and women's development. Cambridge, MA: Harvard University Press.

Miller, Jean Baker. (1986). Toward a new psychology of women. Boston, MA: Beacon Press.

In Addition:

If you feel you do not have an adequate grounding in the classic theories of Sigmund Freud, Erik Erikson, and Jean Piaget the following books are recommended:

Erickson, E. (1980). Identity and the life cycle. New York: Norton.

Hall, C. S. (1999). A primer of Freudian psychology. New York: Meridian Books.

Wadsworth, B. J. (1999). Piaget's theory of cognitive and affective development (5th ed.). New York: Longman.

CLASS PARTICIPATION

Full participation creates an effective learning environment. I expect that each student will contribute to the in-class learning experience by actively listening, speaking, and sometimes leading class discussions. Each student is a learning resource for other students and faculty. The common foundation for discussion rests with the readings. Both verbal and written skills are important to social workers. You will have the opportunity to participate in small groups as well as in larger class discussions. **Class participation counts for 10% of your grade** and is evaluated on the following criteria: attendance; level of preparation demonstrated in oral questions and comments in small and large group discussions, reading participation, and quality of written responses to in-class exercises.

GRADING CRITERIA

Group Presentation	15%
Paper 1	30%
Paper 2	45%
Class Participation	10%

Grading Criteria for Papers

The objectives for each paper represent the primary content areas upon which the papers will be assessed. In addition, the following will be assessed: writing quality (including APA style), and organization of paper.

An **A+** paper will do an exceptional job of presenting the content for the paper while drawing upon needed references; will be insightful throughout; will address all objectives; will be well-organized with a high level of writing quality; and will use APA referencing style for sources. This grade is reserved for only those very few papers throughout the semester that demonstrate the highest standards.

An **A** paper will do a very good job of presenting the content for the paper while drawing upon needed references; will demonstrate insight, will be well-organized with a high level of writing quality; will address all objectives; and will use APA referencing style for sources. This paper is considered to be of excellent quality. To receive a grade of **A**, all areas must be met.

A **B** paper presents the content for the paper, but exhibits less insight and may not adequately draw upon needed references; may suffer from a lesser quality of writing and organization; and adequately addresses all objectives. This paper is considered to be of average quality. Papers may also be awarded a **B** if they meet expectations for a higher grade but fail to include all objectives.

A **C** paper does not adequately address the objectives or may fail to include all objectives, may be poorly written, may exhibit poor insight, and may fail to draw upon needed references.

A **D** or lower paper has significant problems throughout the paper and fails to address all objectives.

Papers that fall between two grades will be scored accordingly. For example, grades that will be awarded between B and A include B+, 90, and A-, depending on how closely they achieved the criteria. Because a mid-point grade is used (e.g., 90, 80, 70), I typically do not round final grades up.

READING PARTICIPATION

You will each start the course with an "A" in the reading participation requirement. You will be assigned readings from the course syllabus individually and in groups. You will be expected to present on the article and lead a short (5 to 10 minutes) class discussion on the subject of the article and how it relates

to human behavior in the social environment. Your presentation should include consideration of the following:

1. What are the points of the article?
2. What assumptions does the article make that may influence how you think about it?
3. Does it take into account issues of culture and oppression? Think about the article and how it applies to issues of age, class, race, ethnicity, gender, sexual orientation, disability, family structure, and relational status.
4. How does this paper broaden your understanding of human behavior in the social environment?

Failure to come to class prepared to discuss the article for which you are responsible will result in the loss of two letter grades for the reading participation grade. Poor preparation and presentation will result in the loss of one letter grade. You must contact me prior to class if you are unable to attend due to sickness or an emergency.

Please remember this is a group effort and a learning tool designed to assist with the large quantity of reading you must do. You are relying on each other for analysis and insights into the articles assigned. Your success is dependent on the quality of the relationships you maintain in the classroom.

COURSE OUTLINE SUMMARY

Session	Content	Assignments	Date
1	Introduction & Course Overview		August 23
2	An Ecological, Transactional, Developmental Perspective		August 30
3	Developing a Framework for Analyzing Culture and Cultural Contexts		Sept. 6
4	Theoretical Perspectives & Foundation Theories	Group Presentation Due	Sept. 13
5	Theories Continued: How Are Theories Developed? Critical Thinking	Group Presentation Due	Sept. 20
6	Development within Relationships	Group Presentation Due	Sept. 27
7	Mind & Matter	Group Presentation Due (x2)	Oct. 4
8	Years Zero - Three		Oct. 11
9	Zero-Three Continued		Oct. 18
10	Pre-School	Infant Paper Due	Oct. 25
11	Middle Childhood	Infant Paper Due	Nov. 1
12	Adolescence		Nov. 8
13	Adolescence Continued		Nov. 15
	NO CLASS – THANKSGIVING HOLIDAY		Nov. 22
14	Wrap Up and Evaluation	Adolescent Paper Due	Nov. 29

Session 1: Introduction
Course Overview

Smith, H.F. (1984). Notes on the history of childhood. Harvard Magazine, pp. 60-67.

Session 2: Framework: An Ecological, Transactional, Developmental Perspective

DAVIES TEXT: Chapters 3: Risk & Protective Factors: The Child, Family, and Community Contexts, pp. 61 – 106.

Chapter 4: Analysis of Risk and Protective Factors: Practice Applications, pp. 107 – 130.

Gilgun, J. F. (1996). Human development and adversity in ecological perspective, Part I: A conceptual framework. The Journal of Contemporary Human Services, 77 (7), 395-402.

Matsen, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. American Psychologist, 53(2), 205-220.

Scannapieco, M., & Connell-Carrick, K. (2005). Understanding child maltreatment: An ecological and developmental perspective. New York: Oxford University Press.

CHAPTER 2: Theoretical Overview of Understanding Child Maltreatment, pp. 22 – 43.

RESERVE

Session 3: Developing a Framework for Analyzing Culture and Cultural Contexts

Blumenfeld, W. J. (1992). Squeezed into gender envelopes. In W. J. Blumenfeld (Ed.), Homophobia: How we all pay the price (pp. 23-38). Boston: Beacon Press.

Dolnick, E. (1993). Deafness as culture. Atlantic Monthly, 272, 37-53.

Lorde, A. (1980). Age, race, class, and sex: Women redefining difference. Sister, Outsider (pp. 114-123). Freedom, CA: The Crossing Press.

Langston, D. (1998). Tired of playing monopoly? In M. L. Anderson, & P. H. Hill (Eds.), Race, class and gender (pp. 126-136). New York: Wadsworth.

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. Peace & Freedom, (pp. 10-12).

Onken, S. J. (1998). Conceptualizing violence against gay, lesbian, bisexual, intersexual and transgendered people. Journal of Gay and Lesbian Social Services, 8(3), 5-25.

Schnitzer, P. (1996). "They don't come in!" Stories told, lessons taught about poor families in therapy. American Journal of Orthopsychiatry, 66(4), 572-583.

Spickard, P. (1992). The illogic of American racial categories. In M. Root (Ed.), Racially mixed people in America (pp. 12-23). Newbury Park, CA: Sage.

Stout, L. (1996). Growing up poor. Bridging the class divide (pp. 12-27). Boston: Beacon Press.

Session 4: Theoretical Perspectives: Foundation Theories

Karon, B. P., & Widener, A.J. (1995). Psychodynamic therapies in historical perspective: "Nothing human do I consider alien to me." In B. Bongar & L. E. Beuther (Eds.), Comprehensive Textbook of Psychotherapy: Theory and practice (pp. 25-47). New York: Oxford University Press.

Mahler, M., Pine, F., & Bergman, A. (1975). The psychological birth of the human infant: Symbiosis and individuation (pp. 3-16). New York: Basic Books, Inc.

Robbins, S., Chatterjee, P., & Canda, E. (1998). Contemporary human behavior: A critical perspective for social work (pp. 151-171; 188-230; 245-251). Boston: Allyn & Bacon.
RESERVE OPTIONAL

Schamess, G. (1996). Ego psychology. Inside Out and Outside In. Jason Aronson, Inc. (pp. 67 – 101).

Thyer, B.A. & Myers, L.L. (1997). Behavioral and cognitive theories. Excerpt, Theory and Practice in Clinical Social Work. Free Press. (pp. 18 – 37).

Wadsworth, B. (1996). Piaget's theory of cognitive and affective development. (5th Ed.) (pp. 13 – 32). New York: Longman. **RESERVE OPTIONAL**

Session 5: Theories Continued: How are theories developed? Critical Thinking

May, K. M. (2001). Theory: Does it matter? Family Journal, 9(1), 37-38.

Lyons, P., Wodarski, J., & Feit, M. (1998). Human behavior theory: Emerging trends and issues. Journal of Human Behavior in the Social Environment. 1(1), 1-21.

Payne, M. (1997). Using social work theory in practice. Modern social work theory (2nd Ed.) (pp. 41-57). Chicago, IL: Lyceum Books.

Robbins, S., Chatterjee, P., & Canda, E. (1998). Contemporary human behavior: A critical perspective for social work (pp. 1-24). Boston, MA: Allyn & Bacon. **RESERVE OPTIONAL**

Session 6: Development within Relationships

Bergman, S. J., (1991). Men's Psychological Development: A Relational Perspective. Stone Center Working Paper Series, (Work in Progress No. 48.) Wellesley, MA. **PDF**

Bretherton, I. (1991). The roots and growing points of attachment theory. In C. M. Parkes, J. Stevenson-Hinde, & P. Marris (Eds.), Attachment across the life span (pp. 9-31). London: Routledge.

Gilligan, C. (1993). In a different voice: Psychological theory and women's development (ix-xxvii; 24-63). Cambridge: Harvard University Press. **RESERVE**

Miller, J. B. (1999). The development of women's sense of self. In J. Jordan, A. Kaplan, J. B. Miller, I. Stiver, & J. Surrey (Eds.), Women's growth in connection (pp. 11-26). New York: Guilford Press.

Spencer, R. (2000). A comparison of relational psychologies. Stone Center Working Paper Series (Work in Progress No. 5.) Wellesley, MA.

Surrey, J. L. (1991). The self-in-relation: A theory of women's development. In J. V. Jordan, A. G. Kaplan, J. B. Miller, I. P. Stiver, & J. L. Surrey (Eds.), Women's growth in connection (pp. 51-66). New York: Guilford Press.

Session 7: Neuro-Physiological Development

DAVIES TEXT: Chapters 2: Brain Development, pp. 39- 60.

APPLEGATE & SHAPIRO TEXT:

Chapter 1: The Brain: An Introductory Tutorial, pp. 1-14.

Chapter 2: The Neurobiology of Memory, pp. 15-25.

Chapter 3: Toward a Neuropsychological Integration, pp. 26-39.

Chapter 4: Early Affect Regulation: Prelude to Attachment, pp. 40-57.

Session 8: Years Zero – Three

DAVIES TEXT: Chapter 1: Attachment as a Context of Development, pp. 7-38.

Chapter 5: Infant Development, pp. 139-171.

Emde, R. N. (1989). The infant's relationship experience: Developmental and affective aspects. In A. Sameroff & R. N. Emde (Eds.), Relationship disturbances in early childhood (pp. 33-51). New York: Basic Books.

Stern, D. (1985). Exploring the infant's subjective experience: A central role for the sense of self. The interpersonal world of the infant (pp. 3-12). New York: Basic Books.

Stern, D. (1989). Developmental prerequisite for the sense of a narrative self. In A. Cooper & O. Kernberg (Eds.), Psychoanalysis: Toward the second century (pp. 168-178). New Haven: Yale University Press.

Winnicott, D. W. (1989). Mirror-role of mother and family in child development. Playing and reality (pp. 111-113). New York: Routledge.

Session 9: Zero – Three Continued

DAVIES TEXT: Chapter 7: Toddler Development, pp. 193-233.

Aber, J. L., Jones, S., & Cohen, J. (2000). The impact of poverty on the mental health and development of very young children. In C. H. Zeanah Jr., Handbook of infant mental health (2nd ed.) (pp. 113-125). New York: Guilford Press.

Karr-Morse, R., & Wiley, M. S. (1997). Ghosts from the nursery: Tracing the roots of violence (pp. 17-45). New York: Atlantic Monthly Press. **RESERVE**

Session 10: Pre-School

DAVIES TEXT: Chapter 9: Preschool Development, pp. 259-310.

Galyer, K.T., & Evans, I.M. (2001). Pretend play and the development of emotion regulation in preschool children. Early Child Development and Care, 166 93-108.

Martin, K. A. (1998). Becoming a gendered body: Practices of preschools. American Sociological Review, 63(4), 494-511.

Session 11: Middle Childhood

DAVIES TEXT: Chapter 11: Middle Childhood Development, pp. 335-388.

Eccles, J. S. (1999). The development of children ages 6 to 14. The Future of Children, 9(2), 30-44.

Gabarino, J. (1998). Growing up in a socially toxic environment. In D. Cicchetti & S. L. Toth (Eds.), Rochester symposium on developmental psychopathology: Developmental perspectives on trauma: Theory, research, and intervention, (Vol. 8), (pp. 141-154). Rochester, NY: University of Rochester Press.

Gilligan, C., & Rogers, A. (1993). Reframing daughtering and mothering: A paradigm shift in psychology. In J. van Mens-Verhulst, K. Schreurs, & L. Woertman (Eds.), Daughtering and mothering: Female subjectivity reanalyzed (pp. 125- 134). New York: Routledge.

Rigby, K. (2002). Bullying in childhood. In K. Smith & C. H. Hart (Eds.), Blackwell handbook of childhood social development (pp. 549-568). Oxford, England: Blackwell Publishers Ltd.

Session 12: Adolescence

Brent, D. A., & Moritz, G. (1996). Developmental pathways to adolescent suicide. In D, Cicchetti & S. L. Toth (Eds.), Rochester symposium on developmental psychopathology: Adolescence: Opportunities and challenges (pp. 233-258). New York: University of Rochester Press.

Chu, J. Y. (2004). A relational perspective on adolescent boy's identity development. In Niobe Way & Judy Y. Chu (Eds.), Adolescent boys: Exploring diverse cultures of boyhood. New York: New York University Press.

Cicchetti, D., & Rogosch, F. A. (2002). A developmental psychopathology perspective on adolescence. Journal of Consulting and Clinical Psychology, 70(1), 6-20.

Striepe, M. I., & Tolman, D. L. (2003). Mom, Dad, I'm straight: The coming out of gender ideologies in adolescent sexual-identity development. Journal of Clinical Child and Adolescent Psychology, 32(4), 523-530.

Session 13: Adolescence Continued

Stevens, J. W. (1997). African American female adolescent identity development: A three-dimensional perspective. Child Welfare, 23 (1), 145-172.

Fennelly, K. Mulkeen, P., & Guisti, C. (1998). Coping with racism and discrimination: The experience of young Latino adolescents. In H. McCubbin E. A. Thompson, A. I. Thompson, & J. E. Fromer (Eds.), Resiliency in Native American and immigrant families (pp. 367-383). Thousand Oaks, CA: Sage.

Reynolds, A. L., & Hanjorgiris, W. F. (2000). Coming out: Lesbian, gay, and bisexual identity development. In R. M. Perez, K. A. DeBord, & K. J. Bieschke (Eds.), Handbook of counseling and psychotherapy with lesbian, gay, and bisexual clients (pp. 35-55). Washington, DC: American Psychological Association.

Tolman, D. L., Spencer, R., Harmon, T., Rosen-Reynoso, M., & Striepe, M. (2004). Getting close: Early adolescents boys' experiences with romantic relationships. In Niobe Way & Judy Y. Chu (Eds.), Adolescent boys: Exploring diverse cultures of boyhood. New York: New York University Press.

November 22, 2006

NO CLASS – THANKSGIVING HOLIDAY

Session 14: Wrap up and Evaluation

ADOLESCENT PAPER DUE